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Following a pilot study between 1965 and 1967, the Counseling Center at Kansas State University initiated a 3-year mental health project to identify integrative experiences --those that lead toward more creative and fully functioning individuals-- of college students, and to communicate interpretative reports on the data collected to the academic community, parents, and the counseling profession. Staff members of the Center met weekly with groups of students to discuss the significance of the week's experiences, and material derived from each meeting was summarized, recorded, coded, and crossfiled by group, individual, and topics of discussion. By the end of 1968, 192 students had participated in the weekly sessions and the project had expanded to include individual interviews, psychometric assessments, and a study of the physiological aspects of human development. The first half of this report relates the project to other phases of student personnel work and reviews the pilot study phase, with emphasis upon emerging trends in data collected up to 1969. The second half focuses on contacts with faculty, students, parents, and the community at large, and discusses the project's contributions to the training of student personnel workers in higher education. [Not available in hard copy due to marginal legibility of original document.] (WM)

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INTEGRATIVE EXPERIENCES *of* COLLEGE STUDENTS

Second Annual Progress Report
of NIMH Project Grant MH 15045
1968-1969

Carroll E. Kennedy, Project Director
David G. Danskin, Co-Director

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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HE001017

The following pages are an excerpt from the 2nd progress report of NIMH Project Grant MH 15045 submitted June 1, 1969. They have been reproduced in this form for distribution to persons desiring information on the project. Further information regarding specific aspects discussed in the report is available on request.

APPLICANT. REPEAT GRANT NUMBER SHOWN ON PAGE 1 →

GRANT NUMBER: MH15045-03

SECTION IV SUMMARY PROGRESS REPORT

PROGRAM DIRECTOR (Last, First, Initial): Kennedy, Carroll E.

NAME OF ORGANIZATION: Counseling Center, Kansas State University

PERIOD COVERED BY THIS REPORT: FROM 9-1-68 THROUGH 8-31-69

TITLE OF PROJECT (Repeat title shown in item 1 on first page)

INTEGRATIVE EXPEPIENCES OF COLLEGE STUDENTS

1. List any publications pending or published and not previously reported.
2. List and describe any foreign travel undertaken during the above period.
3. Describe accomplishments since last summary progress report Specify and describe the significance of any changes in the direction taken by the project during the above period.

INTEGRATIVE EXPERIENCES OF COLLEGE STUDENTS

Our second progress report is a cumulative report looking back over the first two years of the project and relating our efforts to the goals and the changing situation in higher education. It will proceed in the following order:

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- Questionnaires & Psychometric Materials
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- Survey of Mailing

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INTRODUCTION: BACKGROUND OF THE PROJECT

Conceptualization:

During the past decade, the Counseling Center at Kansas State University has been involved with research on students and with communicating resulting information to the campus community in particular, but also to the profession at large. In 1965 we began to focus upon what we considered one serious inadequacy in our traditional research procedures--namely, the absence of a method for obtaining ongoing reports of students' perceptions of their day-by-day collegiate experiences

In developing such a method, we consulted frequently with others in the profession. Of the many people influential in the preparation and development of this project, Nevitt Sanford provided crucial encouragement about the value of self-reported information from students while Menninger Foundation sociologists, William Key and James Taylor, shared field techniques developed in their study of in-life experiences and career development of families. Conversations with Ed Greenwood of The Menninger Foundation, with Don Hoyt, and with Joe Shoben, Phil Tripp and Mike Bower at an American Psychological Association meeting helped clarify our ideas; subsequently these men helped shape the project's direction even more through their consultative visits.

These consultations, plus continued contact with students on the K-State campus, contributed to our growing awareness of the vital need for the continuing study of life experiences and processes of interaction among both faculty and students. It was thus that our project began with two primary objectives: 1) to develo a clear understanding of the integrative experiences[1] of college students; 2) to communicate these understandings to the campus community in such a way as to stimulate a climate of sensitivity to personal human development.

Pilot Phase:

In 1965-66, five groups (forty students) met weekly with a Counseling Center staff member (participant observer) to discuss the significance of that week's experiences. Following the group meeting, each participant observer met with another staff member for a debriefing session in which material derived from the group meeting was summarized and recorded. Each debriefing consisted of a description of the group climate, information relating to each individual in the group, and information about each topic discussed in the group. This material was coded and crossfiled by group, by individual, and by topic of discussion (thirty-one topics had been compiled at that time). One-page summaries of each group's discussions were prepared periodically by the participant observers for the group members as a means of self-confrontation.

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[1]The term integrative is used to describe experiences which lead toward a more creative and fully functioning individual. By looking intently at the way various students respond to different opportunities and situations, we hope to define and identify integrative experiences for different kinds of students.

During this phase of the study, it was found that the content of the research group conversation seemed continually to equal or excel the significance of individual or group counseling conversations. The group members developed a sense of closeness with one another, and there was abundant evidence that many of these students came to an increasing awareness of their own personal development.

It was at this point that the advice of Mike Bower, and later Duane Ragan and Herbert Fockler was crucial in helping us negotiate the territory between hopes and feasibility in preparation and implementation of grant proposals. Their periodic evaluative feedback, together with that of the site visit team of Dr. Jack Weinberg, Dr. Lewis Klebanoff was especially valuable in programming.

Progress of Study - First Year of Grant:

Throughout 1967-68, a major objective of this study was to aid the campus in focusing upon processes of student development. In addition to increased staff made possible by the grant, we were fortunate to have twenty advanced graduate students (Fellows in a year-long NDEA Institute) actively involved with the project as part of their laboratory experience.

During this year, several new groups consisting of students selected at random from pre-enrollees were formed to counterbalance the rather opportunistic way in which the pilot groups were formed. By the end of the year, we had established continuing contact for research purposes with 192 students. The principal approach continued to be weekly research-report sessions followed by debriefing sessions and supplemented by individual interviews and psychometric assessment with the Omnibus Personality Inventory and the Cornell Medical Index.

Also during this year, we were able to involve Russ Wilder, director of psychosomatic research and training at the Menninger Foundation to study the physiological aspects of human development, which are so often omitted in studies of student life. His consultations added richly to the conceptualization of this project.

In our experimental attempt to incorporate an anthropological perspective in our study, we were fortunate to have Dr. Jacquetta Burnett of the Bureau of Educational Research, University of Illinois as our consulting anthropologist. Paul Heibert of the KSU department of anthropology was also invaluable in orienting ten NDEA Fellows as field observers.

During this year, we began to devise methods and avenues for communicating results of the study with the campus, parents, and the counseling profession. (See Appendix for listing)

Progress of Study - Second Year of Grant:

The urgency of achieving our original objectives (1. to develop an understanding of students and 2. to communicate these understandings to the campus) is daily evident in news of upheaval, demonstrations and campus revolts across the nation. A project such as this, which maintains a continuous monitoring through weekly group interviews of the events in the lives of students attending this mid-west campus and at the same time provides interpretative reports of these events to the campus and to the community at large, makes a significant

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contribution to higher education. Therefore, as we end the second year of this three-year exploratory Mental Health Project, our focus increasingly has shifted from data collection to generation of hypotheses.

In December 1968 Dr. K. Patricia Cross spent three days consulting with the project, helping us look at our material in terms of hypothesis and theories of student development.

This report is presented in four parts. Part One presents some ways in which this Mental Health Project relates to varied phases of Student Personnel work, as well as to other educational and communicative processes. Part Two reviews the study phase of the project with special emphasis upon emerging trends in collected data. Part Three describes methods used in the communication phase of the project, focusing upon our contact with faculty, students, parents and the community at large. Part Four reports the importance of the project for innovation and training of student personnel workers in higher education.

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PART ONE: THE RELATIONSHIP OF THIS PROJECT TO OTHER PHASES OF STUDENT PERSONNEL ACTIVITY

Rationale:

One major objective of a student personnel program in higher education is to provide consultative resources to the campus community which facilitate optimum personal development of students. In many instances this has had only a limited realization, with student personnel activities primarily focusing upon "student care," such as discipline, loans, recreation, etc. (Danskin, Student Services in Higher Education, 1968; Kennedy and Danskin Book Review of College Counseling, Introduction to NDEA Grant Proposal, year long NDEA Institute for Student Personnel Workers).

At Kansas State University the goals and programs of the student personnel staff under the guidance of Vice President Chester E. Peters increasingly stress the consultative out-reach responsibility of providing a student development point of view throughout the many phases of college life. A fundamental necessity for such consultative activities is ongoing observation and analysis of student experiences. Outreach activities have been significantly stimulated and assisted through the support of activities of the Mental Health Project Grant reported here.

Counseling Center Out-Reach:

Members of the Counseling Center staff spend a great deal of their time in various kinds of "out-reach." These consultations include: meeting with faculty in the College of Agriculture to plan curriculum modifications; meeting with Resident Assistants in the dormitories to consider contacts the RA's are having with students on their corridors; serving on a continuing ad hoc discussion group entitled Faculty Action Committee; serving as moderator in a series of black-white dialogues; meeting with housemothers of fraternities and sororities to talk about student development; meeting with ministers from the state brought to the campus by religious foundations to consider student development. Another type of counseling consultation is illustrated by cooperative programs with the Dean of Students Office. For example, the Freshman Orientation Program and the preparation of upper class students as leaders for the Freshman Seminars typify ways in which students may review their experiences in terms of their goals for being in college.

Extension:

In this land-grant institution, the extension service is an important arm of the university program. Extension agents in each of the 105 counties are members of the KSU faculty. In addition to the communications channels which exist through the teaching and consultative activities of the county agents, there are also effective channels through the KSAC Extension Radio Station and the Extension News Service. This project

has worked closely with the Extension service personnel by providing information to acquaint parents and citizens of the state with growth experiences of college students. These activities, as well as activities of the outreach program, will be discussed in greater detail in Part Three.

Campus Climate-Evolution, not Revolution:

By and large these two years of the grant's tenure have witnessed a period of healthy and vigorous activity at Kansas State. This activity was much more visible during the year 1968-69 with preparatory overtures developing during 1967-68

1967-68 was characterized by student petitions for representation on administrative committees, the presence of student reporters in Faculty Senate meetings, a peace march, and preliminary forms of faculty evaluation. An extensive project, termed "Human Relations Study Teams" formed of faculty, students, and towns people, worked throughout that year, meeting for discussion with members of all the living groups to discuss race relationships and housing. That year also saw numerous self-study projects carried out by most of the colleges and departments on campus at the encouragement of the President's office. The free university, University for Man, opened its classes that year. Occasional picketings by a few dozen students of ROTC reviews or convocation speakers, involved both political conservatives and liberals. Speakers, including Governor Romney, Grovernor Rockefeller, Dr. Martin Luther King, Senator Robert Kennedy, Governor Reagon, and Dick Gregory, drew an unusually high attendance and some subsequent discussion.

University for Man, the free University, was in full operation during 1968-69 and provided a valuable forum for review of current issues. It demonstrated great vitality in stimulating innovation in education which sparked imitation in regular classes. The spontaneous formation of University for Man classes facilitated great diversity of subject matter and brought together in free-wheeling study extremes from town and gown, faculty and students, officers and enlisted men.

The 1968-69 term began with much student interest over whether KSU should become a member of the National Student Association. The annual meeting of NSA was held on campus during the summer of 1968 with considerable negative publicity. KSU students voted overwhelmingly against joining NSA. In October the election of a black homecoming queen caused a great deal of dialogue and often significant introspection on the part of students as they reviewed their value systems. Some minor confrontations became significant in the debates that followed in informal student discussions, letters to the editor, and eventually all-University open forums. The question of interracial dating with consequent social pressure from peers opposed to such dating added to the intensity of the semester's experience.

About the middle of the first semester, a faculty group, the Faculty Action Committee (FAC), began weekly meetings to discuss educational reforms, with emphasis on greater flexibility in programming. The group

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arranged a public meeting, inviting students, faculty and administration to debate "issues of importance" to KSU education. This volatile meeting gained a place in KSU history primarily because of an event that occurred the following night. One of the older campus buildings, Nichols Gymnasium, was completely destroyed by fire, officially judged arson. Law enforcement officers have not been able to link any individual with the fire. In the week that followed the fire before Christmas vacation, tension ran high on campus as law enforcement officers took charge of campus security, and students and faculty generally felt uninformed about what was happening. Rumors and bomb-threats heightened the tension and the vacation began one day early.

Also during the fall semester a class disturbance and an encounter of students with a Marine recruiting officer in the Union resulted in charges of disturbing the peace against two black students. This, together with the fact that one of the black students was dismissed from the University at the end of the first semester because of poor grades and the administration's judgment of incompatibility between the student and the university's current offerings resulted in an extensive series of confrontations between the students, faculty and administration. The classroom disturbance was an issue which resulted in vigorous confrontation between various sectors of the faculty.

February and March witnessed many small meetings and dialogues and an occasional large meeting contending over race relations, academic freedom, educational reform. Two Human Relations Retreats, designed by Counseling Center staff and sponsored by the Vice President for Student Affairs, were held in the Spring. These retreats have given rise to program committees, committed to initiating an African Studies program and reviewing of controversial literature, to mention two examples. Movement toward re-organization of some of the governmental structures to involve closer working between faculty, student and administration was initiated during this time. With the coming of spring, the intensity of feelings gradually lessened.

How directly the loss of Nichols Gymnasium can be related to the general activities involving black-white considerations and educational reform is unknown. Except for the fire disaster, a review of 1968-69 shows that campus involvement in consideration of human relationships and educational programs contributed greatly to a vital and educationally profitable year.

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PART TWO: THE STUDY PHASE

The study phase of the project has attempted to describe the kinds of collegiate experiences encountered by students with various kinds of pre-college background. Implicit here is our aim to assess the differing effects of such experience and to specify the qualities of experiences which seem to be integrative and facilitative in the personal development of college students. During the pilot phase students in the project were recruited from classes and previously formed groups; subsequent to receipt of the grant, groups were formed from randomly selected pre-enrollees.

Kinds of Data Collected:

Sixty-four students entered in the project during its pilot phase 1965-67, prior to NIMH funding. To date 200 students have had some contact with the project. See Appendix for description and history of each group. For some students we have data collected from weekly group interviews throughout four years. Some were in groups for a year or less and then left campus. In instances where group membership was extensively depleted (leaving only one or two members), arrangements were made for remaining students to meet individually with a participant observer for monthly interviews. Students represent a majority of curricula from freshman through senior classification. An ongoing social group of Negro girls, The Community Sisters (Ebony), was incorporated into the study and met weekly with a participant observer during the second year.

Weekly Group Interviews:

In the weekly group interviews students report personally significant experiences of the previous week, relating those experiences to their college goals, their personal development, and feelings about their situation. The processes of debriefing the participant observers and the transcription and coding of interview data have been described in earlier progress reports and in The Journal of Counseling Psychology (Kennedy and Danskin) and in the working paper, "Guide for Participant Observers" (Kennedy and Trotter).

Video tapes of group meetings have been used to study reliability of observer reports. Students have found video tapes of earlier meetings helpful in conceptualizing change in self and behavior styles. One doctoral student, Don Leonard, is using descriptions by participant observers of OPI scores and self ratings of group members as part of the data in his doctoral dissertation investigating the validity of self reports of students.

Individual Interviews:

In addition to the weekly group interviews, all students are interviewed once each semester. Some individual interviews have been conducted by the participant observer, while some have been handled by other project staff. These semester interview periods have also been used for interviews arranged by Dr. George Peters, the project sociologist, and Dr. Russell Elder the project physician-physiologist. Each year a special exit interview is conducted by the participant observer with graduating seniors.

Individual interviews focusing upon parent-student relationships were conducted with each father and each mother of six of the project participants and with each of the six participants as part of a Master's Thesis study (Bloom). Seventy-eight project participants and 110 friends of participants were interviewed investigating effects of primary relationships in integrative experiences of college students. This will be discussed later in this report under the heading "Friendship Study".

Physiological Processes:

Under the continued direction of Dr. Russell Wilder, this phase of the project views the student population from the standpoint of interfaces between biological and psychological processes. (See R.M. Wilder, "Working Paper on Physiological Processes Phase of Study of Student Development"). Information related to early growth processes, family and individual illness experiences, psychosexual development, physical and sexual maturation, basic body measurements, recent and past life crises, has been obtained by the use of such methods as: individual interviews, Life Crisis Inventories, Weekly Check Sheets of Physiologic Functions, college entrance physical examinations, enumeration and description of Health Center visits, and self-reporting in group sessions. From such information, five working papers grew into a professional journal article (included in the Trends Data below) and serve as reports of work in progress in these areas of biological, psychological and social interaction.

Through our focus on physiological processes, we hope to clarify relationships between such diverse factors as urban versus rural background, frequent early moves versus constancy of pre-college environment, actual height and weight versus estimated size, family illness patterns and somatic responses to feelings of psychological pressure or overloading in student populations.

Friendship Study:

During 1968-69, Dr. George Peters, Sociology Department, Kansas State University, joined our staff part-time as project sociologist and initiated the friendship study. The rationale for studying primary relationships is described in a working paper by Dr. Peters.

This study has three broad research goals: 1) to obtain detailed descriptions of friendship ties among college students; 2) to investigate the processes of friendship choices and formation; 3) to isolate and examine the variables which characterize interaction between close friends. In this phase of the project, we hope to answer such question as: how many friends do college students have; where do college students meet their friends; and how do college students meet friends?

Mechanically, the friendship data has been collected from project students through individual interviews conducted by specially trained interviewers. The instruments employed were pre-tested, partially structured interview schedules and questionnaires. (See Appendix)

After completion of interviews with project students, the friendship interview was administered to friends listed in the interview by respondents. At this time 83 percent of these interviews with friends have been completed.

In addition to obtaining information on friendship, rather extensive data is being gathered with respect to parent-student relationships, student-faculty

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relationships, and boyfriend-girlfriend relationships. This data will permit a description of the uses made by students of a broader spectrum of significant ties with others, and an examination of the interrelationships between such associations.

Already this phase of the project has contributed important baseline data, not only about friendship patternsn of project students, but also about parent-student relationship and social attitudes. In addition to papers by Dr. Peters, several theses are expected to grow from this study. One thesis (Ringheim) considering the difference in friendship patterns between two curricular groups - Engineers and Secondary Education majors - representing two ends of a hypothetical continuum between non-person and person orientations, is under-way at the present time. A second thesis (Root) is concerned with the process of interpersonal attraction.

Psychometric and Questionnaire Data:

Scores on the American College Test have been obtained for project students as indications of scholastic aptitude. Last year the Omnibus Personality Inventory was completed by 64 students and is now being readministered to note changes during the past year. This instrument helps establish parameters for viewing different aspects of student experience, particularly those relating to academic endeavor as expressed in thinking introversion, theoretical orientation and estheticism. The Cornell Medical Index, completed by 36 project students, indicates how students perceive their health status. Information obtained from the physical examinations at Student Health completed on students when they entered college gives us additional data concerning physical and health characteristics of our population.

The Friendship Interview, created by Dr. Peters for the Friendship Study phase of the project, assesses the amount and character of student contact with peers, family and faculty. A rating scale for assessing perceived change in intellectual, social and manual-artistic competence was created by Darryl Matter, MS. Dr. Wilder and Jayne Hubble, MS, have developed a Life Crisis Index to assess events preceeding onset of mononucleosis and a weekly check sheet for project students to monitor certain physiological aspects of behavior. Near the end of the second year we became aware of some variation and incompleteness in our demographic data. Thus, the Bio-Data Questionnaire was developed by Marilyn Trotter, MS, to obtain crucial baseline data for all project students and to update the information on off campus students.

Computer Facility:

During the present year, 1968-69, we have continued to work closely with the Associate Director of the Computer Center in developing methods for transcribing our interview material directly into the computer from notes dictated on stenorette tapes. In September 1968, we began feeding ongoing material into the computer. This enables us to avoid the "freezing" effect on the data caused by the coding which is necessary under usual storage and retrieval procedures. We are able to retrieve material according to words or work combination without pre-coding. Danskin, Unger & Kennedy have reported our experience with the computer method and suggestions for future development with this method. (See Appendix for listing).

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TRENDS NOTED IN THE DATA:

At this point we are still in the process of collecting our data and our analysis is revealing trends more than findings. Some of these trends and descriptive summaries are presented in this section.

Student Experience, Background, and Styles of Thinking:

There is a tendency for us to conceptualize cognitive processes and academic potential as a fixed and unitary quality. While we acknowledge that some students do better work in mathematics and the sciences and others do better work in the social sciences or humanities or art, we know very little about the life histories or life styles of students with different cognitive orientation. What kinds of college experiences for example, interact to facilitate theoretical thinking or retard esthetic skills and intuition? In order to plan effective educational programs, it is important to understand the various kinds of thinking orientations.

It is here that Henry Murray offers a rationale for the kinds of data our project is collecting. Murray talks about a dichotomy in human behavior between subjectivity and objectivity. The former he calls Intraception: the latter, Extraception. Intraceptive behavior seems to arise from strong personal feelings, fantasies, sentiments and wishful speculations. Extraceptive behavior springs from physical and social influences outside the individual and his disposition to be modified by them. "The subjective (intraceptive) attitude leads to self expression and the emotional valuation of events. The objective (extraceptive) attitude leads to the dispassionate recognition of fact, as well as to conformity in social behavior (reasonableness)."

Murray described another continuum of cognitive processes, going from endocathection to exocathection. Endocathection describes a tendency toward reflection and evaluation of the products of mental activity. Murray points out that this is different from intraception, "For a man may turn outward to engage in practical affairs (exocathection) with his head full of romantic aspirations and ideal inspiration; he may turn inward (endocathection) to speculate about the physical properties of nature (extraception)."

This two-by-two model can be parleyed into a number of useful descriptions of curricular and career orientations. In fact, it can help categorize varied life styles, pre-college histories and current developmental tasks. For example, the exo + extra student may be the technician, or the homemaker. He is interested in tangible, practical activities; he wants to secure a good position to adapt to the world as it stands. His life style and goals will obviously be quite different from the exo + intra student who may be the "protester," the social reformer, the overnight millionaire. Both types of students have a basic inclination toward practical activity and the everyday world. They want to be doing things but the kinds of things with which they work, the situations to which they respond, are greatly different. Our study suggests that the amount of work experience and pre-college responsibility possessed by the student seems to be a factor in whether he will direct his practical activity to fit in with the existent world or toward personal expression and modification of his environment.

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Students most interested in "things of the mind - cultural and intellectual pursuits," are the future Einsteins, Endo + Extra, who deal with ideas and theories about tangible things, physics for example. "To reflect and write about external occurrences and systems: history, economics, government, education. To collect data and think inductively." This group is distinguished as the theoretical chemist vs the chem engineer, the economist or certified public accountant vs the bookkeeper or personnel officer.

Another intellectual orientation is illustrated by the Endo + Intra people. These are the dreamers, the mystics, the philosophers, the contemporary Hamlets, the artists, the poets.

During 1968-69 we have been looking at the college experience of students with OPI scores of at least 1 SD above or below the mean on thinking introversion, theoretical orientation, complexity and estheticism. As we obtain data from students, their parents, and their friends, we are finding that family relationships and family life style are important concomitants to the thinking style manifest in college.

Differences in thinking styles seem also to influence satisfaction with curriculur choice, frequency of change in major and tenure in college. Students high in thinking introversion and estheticism who drop-out of college do so for quite different reasons than do those low in thinking introversion. Further, these differences are not based on scholastic aptitude as measured by the ACT test.

Illustrative are the cases of two girls whose intellectual and interpersonal lives reflect some of the rich interaction of parents, peers, values and vocation in terms of changes of cognitive style. W.J.'s ACT scores indicated average scholastic ability, while Sharon's ACTs put her in the honors program. Yet at the first taking of the Omnibus Personality Inventory, W.J.'s scores indicating intellectual disposition were 1 SD above the mean whereas Sharon's were at the mean.

W.J.

W.J. was influenced by her mother's active social motivations in their small Kansas town where W.J. was elected to several queenships and was active in music and pep clubs. She had had a long but rather platonic dating relationship with one boy during high school. As a college freshman W.J. soon experienced difficulty when the girls in her dorm pegged her a prude. When she took the OPI in the fall of her junior year, W.J. was beginning to recoup from the serious turmoil that hospitalized her for part of her sophomore year. Her low personal integration score still reflected alienation and confusion; anxiety was acute. However, the participant observer was confident that W.J. was on the way up. By the time she took the OPI during her senior year, W.J. was serving as president of a departmental organization, performing effectively in a teaching intership, married and experiencing a relationship of mutual respect with her mother.

From the standpoint of cognitive style there was a seeming clarification of identity. On her first OPI she was one SD above the mean on thinking introversion, theoretical orientation and estheticism. Her complexity score, indicating her ability to tolerate ambiguity, was at the mean. In the spring

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of her senior year, her many social science courses and her career identity with the helping professions paralleled a definition in thinking style; that is, as a senior, her thinking introversion and estheticism scores were still high but her theoretical orientation score had dipped to one SD below the mean. Her complexity score had risen from the mean to one SD above. Low scores in autonomy and personal integration had also changed to one SD above the mean. Reviewing her case material, we conclude that participation in the research group and the close relationship she had with the participant observer assisted this student to work through value conflicts, as well as family and interpersonal problems, to gain greater confidence. All this, plus extensive experience in her academic major, influenced her cognitive style.

As a senior she was a confident, feminine young woman with an aversion to physical science and an interest in artistic, literary and philosophical ideas. Moderately impulsive, she maintained a conventional religious orientation and a high motivation for social service. Her complexity score highlights the ease and integration with which she handles herself today in contrast to the rigidity and undifferentiated nature of her personality and thinking as a freshman.

SHARON

At the beginning of her freshman year, Sharon expressed strong interest in receiving a liberal education. She enrolled in Humanities as an English major but also expressed a desire to study foreign language especially German. At that time she said almost as an afterthought she wanted to take some math courses even though they didn't apply to her major. Her father, she said, felt she should take at least one math course even if she didn't do anything with it.

During her freshman year Sharon did well academically, was on a number of campus boards such as Union News & Views, Dormitory Human Relations Council etc. She went to most of the convocations on campus and sought out opportunities to discuss them. During the Spring of her freshman year she dated George and he spent some time in her home at the end of the term. Later in the summer Sharon was greatly troubled to learn George had married another girl during the summer. She had many times of confusion and doubt during the fall of her sophomore year, when George told her that his marriage was a mistake, that it wasn't working out and he wanted to continue to see her. She vacillated between periods of associating with George and periods of complete separation. She felt George shared equal responsibility with his wife for the failure of the marriage.

Sharon's class schedule in the fall of her sophomore year included a calculus course. Even before that course was finished she had changed her major from English to Computer Science. She received an A in her calculus course and took her first computer science course in the spring term. Further experience vindicated her choice and at this writing she looks forward with anticipation to the summer job she has in a computer center. Whether her decision to change majors was prompted by her success in the field of mathematics, whether it was the result of her father's influence and whether it had anything to do with the turbulence of her romance, Sharon is unable to say.

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Freshman OPI scores for Sharon were undiscriminating; thinking introversion, theoretical orientation and estheticisn were near the mean. At the end of her sophomore year, theoretical orientation was one SD above the mean and thinking introversion and estheticism had both dropped from a half to one SD below the mean. Sharon's sophomore OPI scores also reflected significant increase in autonomy and religious liberalism, both more than a SD above the mean. Impulse expression which as a freshman had been one SD below the mean, had increased to a little above the mean. Other scores including a mean score on personal integration remained nearly the same for the two testings.

Sharon's higher scores on autonomy and religious orientation may reflect the general trend for college students to become more autonomous and more religiously liberal as they progress in college, or (more particularly) they may reflect something about Sharon's personal integration of the past two-years' experiences. The marked distrinction between scores on thinking introversion-estheticism and theoretical orientation has curricular implications. Perhaps Sharon's interests caused her to choose the new major or perhaps her declaration of a computer science major gave her the first close contact with a theoretical orientation. Almost certainly, her clarification of identity influenced her answers on the OPI questionnaire.

Academically, socially and extra-curricularly, Sharon has been deeply involved with people and experiences which have fostered change. The marked increase in impulsivity and independence and the rather profound changes in value system (RO) would normally be anxiety provoking. However, Sharon has weathered these experiences with considerable stability. (Her constant score on PI and LA simply confirms her participant observer's impressions that Sharon sees herself operating quite effectively). Two or three factors may be involved in Sharon's strength. First, even though her guy married another girl, he still wants to be with her. Second, she has a student group and at least one significant older person (her PO) with whom to share her experiences. Third, she knows how to make the academic system work for her so that she has the support of a good GPA. The importance of scholastic security is underscored by her shift to a tangible predictable area in which she can see immediate personal/vocational identity, as witnessed by her summer employment in a computer center. One might speculate that turbulence in private life has encouraged her positive response to the non-turbulent technical curriculum.

A masters thesis was completed this spring (Moe) looking particularly at the college experiences and life styles of students high and low on the extheticism key of the OPI. Others papers are in progress looking at the pre-college background and college experiences of students with other OPI patterns.

Parent-Student Relation:

As would be expected, the world of the college student and that of his parents becomes increasingly separate the longer the student is in school. Many of the parents of our student population have not attended college and they tend to think of the world of the college student in terms of their own experiences in high school. Those who have attended college tend to think of college life in terms of the way it was 20 years ago when they were students. In most instances the student has very little continuing information as to what specifically is happening in his home; likewise, the parent has very little specific information about what is happening in the student's life.

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The amount, kind and quality of communication varies a great deal from student to student. Usually the style of relationship that existed between the parent and the student when the student was living at home seems to continue during college years. Incidents of major confrontation between students and parents resulting in a significantly new style of relation seem rare. Students often express frustration at being treated as children when they return home for vacations but they seem to find it easier to acquiesce (to a moderate degree) for the interval that they are home. The parents for the most part do not appear aware that their relationship with their children has changed. As a matter of fact they really seem to prefer quite strongly that their off-spring should not change.

Friendship interviews with the students and the questionnaires completed by their parents indicate that students maintain frequent contact with their parents while at the University. For example, approximately 50 percent of them call home once a month or more, 87 percent write their parents once a month or more, and 41 percent visit their homes during the school year once a month or more. Parent initiated contacts are similar in frequency. The Masters Thesis of Ellen Bloom describes in detail the student-parent relationships as viewed by each parent and by the student based on interviews in the home of six students. (Bloom)

Friendship Patterns:

Data from our study seems to parallel the consistent data from other studies around the country indicating that the most significant influences in the lives of college students are their peer relationships. Dr. Peters has found in his study of primary relationships that the average student identifies about 7.28 persons as friends; of these, 4.75 are local, and 2.53 are non-local friends. These are usually members of the same sex and about half of them list other project members as a close friend. Again as in the parent data and in the OPI pattern, this reporting of means and summaries masks the more significant hunches we are gaining from looking at individuals and/or from looking at small groups with similar backgrounds.

Student-Faculty Relationship:

Students rarely report having contact with faculty outside the classroom and for the most part do not list faculty as significant people in the influence of their college experience. They consistently indicate that they would like to know faculty people, to visit in their homes and to know them individually. Frequently, faculty too express this desire but academic mechanics often seem to block this kind of interaction.

Feminine Identity:

Usually, college men are concerned with draft and/or the preparation for career, whereas finding the "right" man is the most pervasive concern of women students. This major difference between college men and women seems to produce different thinking and decision-making styles. As freshmen girls, college is a hectic world of frequent dates with many male students--a time of debating, checking, verifying values. The sophomore year is often a kind of desperate weighing, waiting and wondering. During the junior year pinning and engagement are the mode, and by the time the senior year has arrived the girl's mind is often well off campus, planning her home or at least her wedding. She is frequently sharing with her married friends the decisions

and perplexities of a newly-wed. Career plans take a different dimension by this time for the girl; her career is no longer the major issue but rather that of her prospective husband. While the military has often been a part of the concern of college girls in the earlier years, as they had friends and sometimes sweethearts in the service, now as seniors they often find that their own plans will include a year or two as military wives. The sense of adequacy, personal confidence and general vitality of the college girl is greatly influenced by where she is in the process of forming a meaningful and lasting relationship with a man.

Physiological Factors:

SOME PHYSICAL DIMENSIONS OF STUDENT DEVELOPMENT*

A pretty freshman feeling "in a bind" because of academic demands broke out with hives on her buttocks as she sat at her desk studying--a few days later she was hospitalized with mononucleosis..... Shortly before Christmas vacation a group of coeds noted that the occurrence of menstrual discomforts had suddenly increased in their living units..... A junior, who was experiencing difficulties with her roommate and also her fiance, developed a constant craving for food and became anxious when her food binges started getting out of hand..... After becoming quite disenchanted with college life, a student found himself sleeping through the alarm although he was obtaining his usual number of hours sleep.....

The above situations illustrate the interrelationship between a student's experiences at college and his physiological state; thereby they emphasize the importance of looking at the student as a physical, as well as a social-psychological, being. Little descriptive data, however, has been available on physical aspects of student life. The following paragraphs suggest briefly some physiological trends in our project data.

Dietary patterns:

Although students traditionally express dissatisfaction with the food served in college living units, there seems to be a tendency, shared by many students, to gain weight during college. Actually this tendency appears to have little relationship to type of living unit since weight control seems to be a problem among students in dorms, apartments, and Greek houses alike. The reasons for weight gain during college years are complex and cannot be passed off as solely the result of starchy institutional menus--the commonly held explanation for student weight gain.

Tension and pressures placed on students appear to have certain influences on food intake with food sometimes serving as a source of comfort for the troubled student. One group leader noted that excessive snacking among the members of her group appeared to be associated with a feeling of "blahness"

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*This material comes from an article by Jayne Hubble, Russell Wilder & C.E. Kennedy, submitted to the Personnel and Guidance Journal.

about their school experience. The students associated an increase in their food intake with feeling their schedules were routine and dull.

An instructor in nutrition reported that when she asked 43 students to indicate on an exam one way they had used food to relieve tension, 42 of the 43 gave an example involving eating to relieve tension associated with dating or lack of it. These examples included such situations as munching potato chips while waiting for a date to arrive and indulging in eating splurges when faced with a dateless Saturday night. None of the girls had mentioned the "man" phenomenon in class discussion. This instructor also observed that during final exam week, coke machines in dorms and other university buildings sell out almost immediately and the Student Union has to stock an extra supply of candy bars.*

The sedentary life of a college student is also a factor worthy of consideration when speculating about weight problems of college students. Study of Student Development (SSD) participants frequently mention that they have less time for physical exercise and active recreation than they had before entering college. Mental exertion, unlike physical effort, does not cause a significant increase in energy consumption; therefore, the calorie expenditure of a student is usually relatively low.

A final factor involves the role of food in the socializing and study routines of students. Food is a common accompaniment to study. In fact, students sometimes seem to use study snacks as a means of bribing themselves to "hit the books." Breaks in the study routines often mean impromptu gatherings that likewise provide an opportunity to share snack foods such as popcorn and cookies from home.

Sleep habits:

During their college experience students may adopt some rather bizarre sleep patterns which fit their schedules more conveniently than do the conventional sleep times. For example, it is not uncommon for students to go directly to bed after dinner then arise sometime around midnight and study until breakfast. College students have frequently reported operating on less than six hours of sleep a night, and some freshmen have indicated that becoming accustomed to less sleep is one of their major and more difficult adjustments to college life.

There seem to be two reasons why healthy students get tired. The first reason involves an actual loss of sleep due to social activities, study, roommates, environmental factors such as bunk beds, and nagging thoughts which inhibit sleep. The sleepy student may, however, be suffering from "psychological fatigue" which could be defined as loss of energy because of failure on the student's part to cope successfully with such conditions as boredom, fear, worry, and indecision. This suggests that helping a student deal with these psychological reasons for fatigue might well result in a fuller utilization of the student's energy reserves. A weary student may be expressing a desperate need for something other than a "good night's sleep."

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*Personal communication with Mrs. Darryl Matter, Instructor in Foods and Nutrition, Kansas State University.

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Menstrual characteristics:

Information about menstrual characteristics of female SSD participants has been gathered from the medical histories and interviews with the physician-physiologist. SSD coeds indicated a range of menses onset from 10 years to 16 years. Although some of the students described the onset of menses in detail, indicating that it had been startling, frightening, or a liability in terms of activities such as swimming, the majority of the students indicated no particular tension in connection with menses onset. During the college years, discomfort or concern regarding menses seemed to be consistently denied, even in those students who reported prolonged episodes of amenorrhea. Students with amenorrhea did not usually consult physicians regarding this condition. Perhaps this lack of investigation suggests an unconscious fear over what the physician's examination might disclose.

These attitudes toward the physiological changes of puberty and early adolsecence are similar to the trend reported by Freedman (1967) who found in detailed interviews with Vassar students that only five of forty-nine girls reported what seemed to be experiences of real strain or difficulty. In most instances sex information had been provided in pre-adolsecence by members of the girl's family. Freedman commented that the data might indicate that anxieties associated with biological phenomena were simply restrained by intellectual defenses and would emerge at a later date; however, such surfacing of sexual conflict during college was not the case for the girls he interviewed at Vassar.

Few SSD students reported that they ever missed classes because of menstrual problems, but a student would often remark that she was "not myself" shortly before and during menstruation. It was noted that menstrual discomfort seemed to be related to tension and fatigue and was more pronounced at certain "stressful" times during the school year such as the periods preceding vacations.

Skin conditions:

Trends in SSD data emphasize that it is not only the early adolescents who are commonly plagued with a variety of skin problems including acne, moles, rashes, warts, and hives. "Young adult" college students often visit the Student Health Center in search of relief for these problems. (Diseases of the skin was the third most common reason for visits to the Student Health clinic last year. See Table I) The information provided by students also suggests that the appearance of a student's skin tends to reflect reaction to a variety of stressors and may be at times a physiological barometer indicating scholastic, interpersonal, and psychological pressures.

As part of his interviews with the SSD participants, the physician-physiologist questioned them regarding ways they might wish to change their physical appearance if given the opportunity. In answer to this query, the students positive response tended to express general satisfaction with their appearance. Sometimes, almost as an after-thought they would mention a desire for a "better complexion." Both males and females related some concern about skin conditions, indicating that the appearance of the skin can be an important factor in social-psychological development. In the interviews, height and weight were also sometimes referred to as areas in which change might be desirable.

Such general approbation of their physique was somewhat surprising. The incidental reference to improving skin conditions and changes in height and weight were apparently "safe" areas to worry about. Dwyer and Mayer (1968/69) have observed that children and youth perpetually expect to look different when they are older, whereas the adult comes to accept his appearance as a "finality." If there is an element of defensiveness in the students regarding desired changes in their physique, could it be they are working on the task of accepting the "finality" of their adult appearance?

Physical growth patterns:

There is sometimes a tendency to think of differences in rate of physical growth as being confined to the onset of puberty. We would, however, do well to remind ourselves that students differ not only in the age at which they reach a growth stage, but they differ also in the length of time it takes to complete each stage. For example, some students reach physical maturity four years after the onset of puberty while others may take seven years or more. (Dwyer and Mayer, 1968/69) Therefore, a late maturing student who also takes a long period to proceed through the puberty phase may be into his twenties before he reaches physical maturity. This means that a college student could very possibly be experiencing rapid physical growth while perhaps his roommate has already matured physically; thus, the first student would be expending energy for growth and so would have certain needs for food and rest which would be different from the needs of the roommate. In other words, stage of physical maturation may appreciably affect a student's physical needs as well as his energy level and general style of life.

The behavior of a late adolescent may at times be influenced by his early development in terms of whether he was an early or late maturer. Mussen and Jones (1957) have described behavioral differences between late and early maturing 17 year olds. Late maturers displayed a trend toward the following characteristics: "less attractive physiques, less relaxation, less assurance in class, more animation, more eagerness, more uninhibitedness, more affectation, more restlessness, more behavior of an attention-getting nature, and fewer older friends." Since behavior and development inevitably have reciprocal influences, a college's response to a student's behavior and his reaction to college may well be modified by the nature of his physical maturation.

Common illnesses and other physical problems:

Data compiled from the KSU Student Health Center records reflect the frequencies of various illnesses and physical problems of concern to college students. Listed in Tables I and II are the five areas of diagnoses most commonly observed among students treated in the Student Health clinic and hospital at Kansas State during the year 1967-68.

Table I - Outpatients, July 1, 1967
to June 30, 1968

1. Diseases of the Respiratory System.....5350
2. Injuries and Adverse Effects of Chemical or Other External Causes.....2627
3. Diseases of the Skin and Cellular Tissue.....1416
4. Diseases of the Digestive System..... 981
5. Symptoms and Ill-defined Conditions..... 813

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Table II - Hospital Patients, July 1, 1967
to June 30, 1968

1. Diseases of the Respiratory System..... 350
2. Injuries and Adverse Effects of Chemical and Other External Causes..... 152
3. Diseases of the Digestive System..... 149
4. Infective and Parasitic Diseases..... 135
5. Mental Psychoneurotic and Personality Disorders..... 94

Colds and respiratory problems led the list for both outpatients and hospitalized patients; skin conditions brought many students to the Student Health Center for clinic treatment but caused few hospitalizations. Injuries constituted another major reason for visits to the clinic and hospital with sprains and strains the most common type of injury. It was not known what proportion of the sprains and strains were associated with athletics and what proportion were experienced by non-athletes.

Nervousness, headaches, and uremia accounted for nearly half of the cases in the category ranking fifth in Table I, Symptoms and Ill-defined Conditions. Vertigo, insomnia, and abdominal pains illustrate other types of concerns counted in that category. Table II, which lists hospital diagnoses in order of frequency, shows Infective and Parasitic Disease in the fourth position mainly due to the inclusion within that classification of 88 cases of infectious mononucleosis. Seventy-eight other cases of mononucleosis were treated on an outpatient basis. This suggests that mononucleosis is a rather common physical problem among college students; it is the cause of much class absenteeism since mono cases are often hospitalized for several days*

On a campus with an enrollment of twelve thousand students the above number of cases seen at Student Health attest to the importance of physical processes in the lives of college students. These data also suggest some patterns of student illness which seem to be supported by studies conducted elsewhere. For example, a study of University of Wisconsin students established the importance of four types of disease in the college population: acute infections of the respiratory tract, skin diseases, gastrointestional disorders and emotional problems. (Evans and Warren, 1962).

Reports from Boston University disclosed that in the Student Health Clinic the frequency of illness categories over a five-year period were in the following order: respiratory disease, injuries, digestive disorders, skin diseases, and various psychological complaints. Respiratory diseases, and digestive disorders were mentioned as being the leading causes of hospitalization. (Leard, 1964).

A study of morbidity patterns of student nurses indicated that respiratory conditions accounted for 47.8 percent of total absence from duty and digestive disorders for 9.4 percent. Injuries were responsible for 3.8 percent of days lost, and 5.1 percent was attributed to infections predominantly of the skin.

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*The assistance of Dr. Hilbert Jubelt, director of the Lafene Student Health Center, in providing data discussed in this section is gratefully acknowledged.

Infectious mononucleosis caused 6.2 percent of all absenteeism. (Hillman, Benter, Demarest, Smith and Wanzer, 1967).

Summary:

The first steps of the physiological phase of our study is that of collecting and organizing health and biological information as baseline data. We will then begin to look at patterns of interaction involving different combinations of physical, social, and psychological conditions. For example, body image is a factor that merits further investigation in our study. We are aware of the behavioral effects of the physical picture some students carry of themselves. Illustrative is a trim freshman coed who carried a mental image of herself with the "chubbiness" of her early maturing body in the fourth grade. She inevitably felt gauche and awkward as she entered a group of college peers even though her appearance was the opposite.

The foregoing observations represent impressions derived from a variety of sources including information obtained from group sessions, informal contacts, more formal "physiological interviews," and student health records. They are not at present cast in the form of degrees of statistical significance but point out possibilities for generating a variety of hypotheses for further research. Further, these observations strongly remind us that there are physiological aspects to be considered as we study student development and as we enter into helping relationships with students whatever their age may be.

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PART THREE: COMMUNICATION PHASE

Rationale:

One basic premise of the project is that interpretive feedback regarding student experiences will facilitate more effective planning of educational programs by students and faculty. It is increasingly important that parents and other interested persons in the community have information regarding characteristics and events of student life, particularly since the publicized unrest on various campuses results in questions and uncertainty in the minds of people off-campus. For this reason the communication of information about student development is assigned priority equal to data collection. The mental health of college students is significantly influenced both by the on-campus climate and the expectations and perceptions of family and friends regarding student life.

The communication phase of the project will be discussed in terms of four areas of activity: direct feedback to project participants, printed materials for the campus, on-campus consultation, and off-campus communication. Communication with other professionals through journals and conferences will be discussed in Part Four.

Feedback To Project Participants:

Interpretative summaries prepared periodically by each participant observer for members of the research groups summarize what he has heard the group dealing with during a particular period. At least once a year more general reports are prepared regarding the total project and distributed to the project participants. At least once a semester project members meet individually with the participant observer to review their experiences and to receive from the participant observer his impression of the student's development during that semester. The student's interest in this personal feedback has consistently underscored Erik Erikson's observation that it is very important for young people, in the process of forming identity, to know that they are known and how they are known by significant adults. (Erikson, 1968)

Printed Materials For The Campus:

Too often, bulletins to faculty are put aside to be read, "when I have time." Thus in preparation of project information for campus consumption, a crucial factor is that form, messages and length of bulletins pull the busy faculty person into an immediate reading. So that materials are intelligible to people outside the behavioral sciences, we have tried to avoid esoteric language without insulting the readers' intelligence. These are some of the criteria we have developed and attempted to meet in the preparation of periodic Higher Education Briefs.

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The Briefs, appearing about once a month (so as not to become too familiar) have carried a variety of content. That is each brief usually dealt with one issue but the issues have varied from brief to brief. Some have reported trends appearing in the data from our interviews; others have reported educational innovations on campus and reports from other campuses. One series prepared by Dr. Owens, a well known consultant on teaching techniques and a part-time member of our project staff, dealt with basic principles of test construction, presentation of course materials, etc. Some of our discussions with new faculty had indicated that the threat of handling a college classroom without specific preparation in educational technique often resulted in defensiveness on the part of the young faculty member, making it difficult for him to relate to students.

Highlights from lectures of campus consultants on student development have been rewritten into typescripts of interviews to form another series in the Higher Education Briefs. Other materials of longer or more technical nature on student development have been prepared for selected mailing and for handouts in the Information Room upon request. These include book reviews, abstracts of books and articles, reprints of the results of surveys of student attitudes.

During the Spring of 1968 two members of the NDEA Institute interviewed staff members in each of the student personnel offices to find out the kind of material on student development that would most directly relate to the interests and work of the staff members in those offices. This has helped in the directing of specific items of interest encountered in the literature to appropriate offices.

During the year 1967-68 a bulletin entitled "Monitors Page" was prepared by and for members of the Counseling Center and selected personnel offices. This leaflet appearing about once a week contained abstracts of articles on student development. In time it became apparent that this document was being placed aside to be read at a more convenient time in much the same way that the journals themselves have been layed aside. Therefore the "Monitors Page" was not continued in 1968-69. Instead a copy of the table of contents was routed through the respective offices for each journal as it arrived in the Information Room.

Perhaps one of the most effective ways of making information about processes of student development available to the campus has been through the student newspaper. During 1967-68 it was somewhat more difficult to have articles written dealing with the student experience itself. For some reason the college journalists seemed to feel that stories about the project, about the method and staff, were more newsworthy. During 1968-69 we have been more fortunate in having a series of stories which focus specifically upon processes of student growth. We have from time to time considered the possibility of buying space in the student newspaper for a column prepared by project staff members focusing upon student development information. So far we have felt it best to remain with the usual procedures in dealing with the student newspaper.

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Special reports dealing with particular sectors of the campus, such as the study of graduate women's attitudes, study of the attitudes of off-campus women toward housing, and demographic information regarding students in the college of Home Economics, have been given a restricted distribution to persons most concerned; these have been well received as evident in letters of appreciation from faculty and administrators.

Our abstract and documents file and the journals and books relating to student development in our information room have received only limited use by persons other than the project staff. Apparently faculty and students haven't the time to seek out information in this source. Again, this underscores the importance of preparing usable materials which go directly to student leaders and faculty. For example, a review of the book, The Student and His Studies, prepared by a project staff member and circulated to selected people on campus, resulted in one department head securing a copy of the book which is still circulating from faculty person to faculty person in the Chemistry department.

Feedback Through On-Campus Consultation:

In some ways it is difficult to know how to list the great variety of occasions where this kind of communication takes place. It is very much the heart of our out-reach program and involves people full-time on the project and other members of the Counseling Center staff as we share our study and information regarding student development. There are continuing seminars such as the Monday afternoon Coffee Hour in which students and staff meet with project members to talk about student development ostensibly as a reaction time to material in Higher Education Briefs. These continuing seminars have considered a wide range of issues, both planned and impromptu. Laboratory type meetings with faculty have been arranged by Dr. Owens to consider teaching skills and the processes of student development. Project and other Counseling Center staff are asked to speak on student development at all sorts of campus meetings. Each semester some behavioral science classes ask project staff to discuss student development.

Staff members serve as consultants to the residence assistants and staff in the dormitories and assist in the training of beginning staff. They prepare student leaders for the freshmen seminars and coordinate that program in the fall. During 1968-69 the freshman seminar program included sixty groups of freshmen meeting on the average of about 6 to 8 weeks although some continued throughout the semester. Through consideration of students' experiences and ways of communicating, these groups focus upon the processes by which a student becomes a member of the college community. The freshman orientation program which takes place during summer involves both Counseling Center and other Student Personnel staff. During the summer of 1968 the staff members met with parents who accompanied students for pre-enrollment. On Parent's Da in early Fall, student personnel staff including Counseling Center staff again met with Parents in informal small groups. In all these meetings, information about student development was shared with the parents, and parents and staff discussed together the student-parent relationshi during college.

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The Counseling Center staff members serve as consultants with various curriculum committees on campus and throughout the State as resource people for Extension Programs. They have been active in initiating and evaluating various student development programs such as Micro Labs and University for Man. Particularly during the time of active faculty and student consideration of Black-White relations and educational reform, staff members have been involved as resource persons and consultants in an endless number of discussions, retreats, conferences.

To some extent the Counseling Center staff would inevitably have been invited to assist in some of these situations described above. It has been a major part of the Counseling Center philosophy at Kansas State to be involved in this type of support to the campus. However our opportunity to participate and to make an extensive contribution has been immeasurably facilitated by this Mental Health project grant. The opportunities afforded by the grant to be involved in extensive, depth study of students both equips us for effective consultation and further makes us more available to the campus. The fact that we are able consistently to provide printed materials on student development to the campus and that reports of our work regularly appear in newspapers and on the radio encourages the campus to look to us for consultation. Further more, it is our conviction that our activity not only makes it more logical for the campus to look to us as a source of consultation but has also created an awareness of the fact that processes of student development are a factor to be considered in thinking about educational programing and campus issues. This awareness is one of the major goals of the project.

Off-Campus Communication:

During 1968-69 a radio series focusing upon study of student development has been scheduled for the first and third Tuesdays of every month on KSAC extension radio station. During each 15 minute program a different project staff member is interviewed regarding some phase of student experience that he is most specifically involved with in the study. This radio program is carried throughout most of the State. Collected typescripts of the interviews will eventually be abstracted and made available in a small collection of printed conversations regarding student development.

The radio staff member who has been doing the interviewing has also been taking graduate work in journalism and in the study of student development. As part of her graduate work she has prepared a brief series of newspaper columns focusing upon student development for distribution to rural weekly newspapers.

During 1968-69 a member of the Extension staff (an NDEA Fellow in 1967-68) was employed part-time in our mental health project to prepare materials on student development for distribution through the Extension News service. She and the project director also prepared a booklet on student development to be used as a study guide by women throughout the state who are members of extension discussion classes. This teachin.

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packet was published by the Extension service and is now available in each of the 105 county offices. Extension news releases on student development have included reports from the KSU study, as well as reviews of books and other literature relating to student development.

Members of the project staff have been invited to speak on student development to various community groups including a State meeting of newspaper writers, a meeting of ministers brought to the KSU campus and a meeting of campus ministers from several campuses in the State, parent groups, social clubs, faculty and student retreats held by people from other campuses in the State.

Two factors contributed to increased requests for staff to speak and consult in the off-campus community. One is the increasing awareness of the study of student development, and the other is the increasing interest in higher education associated with its current prominence in the news. As has been mentioned before in this report we are increasingly impressed with the importance of family attitude toward the college student. We are also increasingly impressed with the interest of the parents, their desire to be informed, to participate in discussion regarding college experiences. One article dealing with characteristics of College Students in "Family Reports," a KSU publication that goes to the parents of all University students, received 150 responses from parents.

Annual reports of the project have been mailed to parents of the participants. And when project parents promptly returned questionnaires that requested information about their experiences with the participants, they indicated an interest in receiving further information concerning the project.

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PART FOUR: CONTRIBUTION OF THIS MENTAL HEALTH PROJECT TO THE PROFESSION OF STUDENT PERSONNEL WORK

Innovations in method have been reported to the profession in journal articles and in presentations to the American Psychological Association, American Personnel and Guidance Association, National Student Personnel Association and other professional groups. A listing of these publications and presentations is included in the appendix. Further contributions of the project to the development of the profession have taken the form of training activities associated with the project.

Study of Student Development Courses:

In 1967-68, 20 post-masters fellows in a year long counseling and guidance institute, entitled "Institute for Advanced Graduate Students In Higher Education-Student Personnel Work With Focus on Ways that Study of Student Development can Contribute to More Effective Educational Environments," obtained their practicum experience through supervised work in this project. These persons are now employed throughout the country in positions of responsibility on college and university campuses. Many of them are deans of students; others are in counseling, admissions, union and dormitory work. A list of these students and their present positions is included in the appendix.

Twelve other graduate students have had at least one semester practicum experience working with this Mental Health project. Seven Masters theses and one Doctoral dissertation have been completed or are in process using data from this project. The inter-disciplinary nature of the project activity is illustrated by the fact that students writing these Masters Theses come from four different departments of graduate study on this campus: Sociology, Education, Family & Child Development and Psychology.

Two graduate seminars have been conducted drawing on this project. During the fall of 1968-69 a seminar for three hours graduate credit entitled "Physiological Aspects of Student Development" was conducted jointly by Dr. Russell Wilder and Dr. Kennedy. Five post-masters graduate students participated in the seminar, meeting on alternate weeks at the KSU campus and at the Menninger Foundation. During spring 1969 a seminar for three hours graduate credit hours entitled "Characteristics and Developmental Processes of College Age Students" was conducted by Dr. Kennedy with 15 graduate students, about half at the pre-masters level and half at the post-masters level. The majority of the people involved in these seminars are employed in personnel work or are preparing for student personnel positions. The others are involved in college teaching.

Consultation:

Members of the project staff have been invited as consultants to study of student development projects at Ottawa University, Kansas State

Teachers College, School of the Ozarks, and Colby Community Junior College. Further, members of the project staff have had occasion to discuss the project during visits to personnel and research departments of Stanford University, the Center for Study of Higher Education at Berkeley, and the University of Puerto Rico.

During the Spring of 1968 three NDEA Institute Fellows, as a part of their practicum experience in the Project, established contact with each of the personnel departments at the twenty-three junior and community colleges in the State. They prepared a periodic newsletter which helped personnel workers to be aware of what others in the State were doing. In addition, the newsletter provided information regarding methods employed in this Mental Health project and reported research data regarding junior college students participating in this project. They also arranged a one-day conference on the Kansas State University Campus for junior college personnel workers in Kansas with Dr. Jane Matson as consultant. Thirty-five personnel workers attended. One of the Fellows has since been appointed by the National Association of Junior Colleges as a regional consultant.

Our experience of involving students in small research type groups with a participant observer for the purpose of looking with them at their on going college experience offers complementary possibilities in SERVICE, RESEARCH, AND TRAINING.

Service: The fact that students have continued for four years in some of these groups meeting once a week without credit or remuneration, signifies the importance of these groups to the students. Students have indicated they value this opportunity to look at their experiences, to hear experiences of other students, to get feedback from a staff member. Thus groups contribute to both affective and cognitive development of the student.

Research: The regular input of student observations enables the researcher-personnel worker to maintain contact with meaning of the experiences of students. It provides him with anecdotal, longitudinal experiential data which complements the usual psychometric research information. In that such information provides him with trends in the student environment, he is in a better position to plan effective educational programs. To the extent that the personnel worker has this understanding of the campus climate, he will be more able to use his resources in planning developmental experiences rather than in remedial "fire fighting" activity.

Training: The experience of being a participant observer has without exception been reported as a most profitable experience by graduate students. It introduces them to the process of listening to students and beginning to analyze and interpret processes of student growth. The debriefing process from the standpoint of training provides the opportunity for the participant observer to review and to discuss with another staff member the growth processes and the student behavior of members in his group. Because of the research motif, he has available to him a wider array of demographic background information about these normal students than would ordinarily be available to a group leader. With the assistance

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of the debriefer he is able to formulate hypotheses and to check out hunches about factors contributing to student behavior, as he meets regularly with the members of this group.

Serving as opportunities for the participant observer to review members of his group and consider crises, the debriefing process provides many of the safeguards offered in supervision of counselor training. From the standpoint of researcher morale, the debriefing process helps the participant observer, and thus indirectly the students in his group, to feel that he is "hooked in" to an ongoing project. The debriefing period reminds him that others know what he and his group are doing and that the data he is collecting is of value.

Involvement as a participant observer and, for the more experienced graduate student, as a debriefer provides excellent laboratory experience to accompany personality theory and other didactic courses in the graduate program. Through use of video tape, a participant observer can see his style of relating with groups and can check the reliability of his observations in reporting.

For the most part personnel workers are notably adverse to writing. They often shy away from "research", describing themselves as action people and "person oriented." This project believes that it is important to take the time to record data that the personnel worker is normally encountering in his day by day contacts with students. That is, the personnel worker is regularly talking with students who report to him their experiences and what they mean. Except in a study project such as this, the personnel worker usually doesn't have a way of keeping these conversations and observations recorded and assembled for review interpretation, and feedback. Such feedback is important throughout the campus, to help individual students better understand and plan their experiences, to help teachers and administrators plan more effective educational programs, and to give parents and other interested persons a better perspective of student growth.

The methods being developed in this project provide a rationale and framework for the practitioner to incorporate action research techniques into his ongoing service program. The opportunity for analysis and writing afforded by the in-life data collected in this service type activity encourages the personnel worker to develop this much needed professional competence. As Dr. Charles McArthur of Harvard University wrote:

> How do you train clinicians? The answer seems to me to be: you keep them away from item-like data as long as possible and meanwhile inoculate them against it, you start the beginner on some of Calvin Hall's simplest and most thematically unitary dream series, then go to Blos' fascinating schoolboy English papers, then to Tomkins' simplified TAT situations, then to full-blown TAT or dreams, then to autobiographies, then to free association hours, then to interview hours, all the while letting the students learn by trial and error, seminar style, what kinds of thinking do and do not turn out to be valid. In time, they get the thematic habit. (McArthur, 1958)

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IN THE COMING YEAR

Individual and group interviews will continue. In this third year material gathered during the first two years of project will be synthesized for more effective analysis. Many of the students from the pilot phase graduate, thus affording us the opportunity to do four-year longitudinal studies. The extensive material obtained from parents and friends of project participants during the spring of the second year will be processed and integrated with information from participants. In addition to journal articles and topical reports to the campus, the staff will be preparing a monograph describing project conclusions regarding the nature of integrative experiences and factors contributing to these experiences under various conditions.

An extensive analysis will be made of psychological and social changes occurring on our campus during the tenure of this mental health project. Reviews will be made of changes in student expectations of college, changes in faculty-student relations, changes in governance procedures and changes in environmental factors such as housing, grading, instructional procedures and campus mores. Interaction of campus and constituent community will be considered.

The communication phase will still receive much of our energies. Consultation, radio, newspaper and specially prepared written materials will continue to be important avenues for this communication. We anticipate that contacts and interest generated during the first two years of this project will continue to multiply the opportunities for service in this area. Times of stress and confusion create a greater need among people on and off campus for definitive information regarding factors contributing to mental health and effective development of college students.

Project staff anticipate continued reports on methods and data to our professional colleagues through journal articles and through appearances at professional meetings such as American Psychological Association, Canadian Psychological Association, American Home Economics Association, and American College Personnel Association. Consideration is being given to a suggestion that we arrange a workshop for regional college personnel and research staff to study implications of this Mental Health Project for the study of student development.

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For additional references cited in this paper see appendix.

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Appendix I

COUNSELING CENTER
Study of Student Development Project Staff
(NIMH PROJECT MH 15045)

NAME	BACKGROUND	PROJECT ACTIVITY
BADRICK, Charles	B.S. Commerce, Graduate Student, City Planning	Graduate Assistant 1967-68
BERGEN, Betsy	M.S. Instructor, Family & Child Development	Participant Observer (unbudgeted)*
BLOOM, Ellen	B.S. Home Economics Education, Graduate Student in Family & Child Development	Graduate Assistant, Coding, Abstracting, & Interviewing
BURNETT, Jacquetta	PhD Anthropology, Bureau of Educational Research University of Illinois	Consulting Anthropologist
CETINKAYA, Zafer	M.S. Family & Child Development	Participant Observer and Coding, 1967-68
DANSKIN, David G.	PhD Psychology, Director Counseling Center, Professor of Psychology	Project Co-Director
FRIESEN, Walter S.	EdD Educational Psychology Counseling, Associate Dean of Students	Participant Observer 1965-67 (unbudgeted)*
HEIBERT, Paul	PhD Anthropology, Assistant Professor Anthropology, KSU	Consulting Anthropologist 1967-68
HUBBLE, Jayne	M.S. Family & Child Development and Counseling	Debriefer-Participant Observer, Research Assistant for Physician
KAUPP, Beverly	M.S. Family & Child Development, Former Teaching Assistant, KSU	Debriefer-Participant Observer
KEMP, Phyllis	M.S. Extension Education, NDEA Fellow 1967-68, Assistant Professor in Extension	Preparing Student Development Information for Extension Study groups and In-Service Training 1967-68
KENNEDY, Carroll E.	EdD Human Development, Assistant Director, Counseling Center, Associate Professor Family & Child Development	Project Director

COUNSELING CENTER
Study of Student Development Project Staff
(NIMH PROJECT MH 15045)

NAME	BACKGROUND	PROJECT ACTIVITY
KLEMM, Evelyn	M.S. English, Former Assistant Instructor, Ohio State	Writer-Participant Observer
LACKEY, James	ThD, Campus Minister, UCCF	Participant Observer (unbudgeted)
LANGE, Jean	B.S. Journalism	Writer (9/67-1/68)
LEONARD, Don	M.S. Counseling, Doctoral Student in Education	Participant Observer 1968-
MATTER, Darryl	B.S. Engineering, M.S. Family & Child Development and Counseling	Computer Liaison and Coordinator of Research Data
MAVIAUX, La Ree	M.S. Family & Child Development, Assistant Professor Family & Child Development	Participant Observer Pilot Phase (unbudgeted)
OGG, William	M.S. Counseling	Participant Observer and Debriefer
OWENS, Dick	EdD Educational Psychology, Associate Professor of Education	Writing and Consulting with Faculty on Teaching Experiences 1968-
PETERS, George	PhD Sociology, Assistant Professor of Sociology	Project Sociologist
RINGHEIM, Pam	B.S. Psychology, Graduate Student in Psychology	Graduate Assistant, Abstracting, Coding & Interviewing
ROOT, Don	B.S. Sociology, Graduate Student in Sociology	Graduate Assistant Coding & Interviewing
STEFFEN, John	PhD Educational Psychology and Counseling	Project Coordinator 1967-68; OFI Research 1968-69
TAYLOR, Lois	Undergraduate Student in Commerce	Library and Records
TROTTER, Marilyn	M.S. Family & Child Development and Counseling	Debriefer-Participant Observer 1967-69 Group Coordinator 1968-

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COUNSELING CENTER
Study of Student Development Project Staff
(NIMH PROJECT MH 15045)

NAME	BACKGROUND	PROJECT ACTIVITY
WILDER, Russell	M.D. and PhD, Director Psychosomatic Training and Research, Menninger Foundation	Physician-Physiologist

OTHER COUNSELING CENTER STAFF ASSOCIATED WITH COUNSELING CENTER OUTREACH

AIKEN, Dale	M.S. Counseling, Counselor
CLARK, Betsy	M.S. Family Life & Counseling, Doctoral Candidate, Counselor
DeORDIO, Joe	M.S. Counseling, Doctoral Student in Education, Counselor
EDELMAN, Sheldon K.	PhD Clinical Psychology, Assistant Director of Counseling Center, Associate Professor Family & Child Development
HUGHES, Dana	M.S. Family & Child Development and Counseling, Counselor
MacMILLAN, William	M.S. Counseling, Head Freshman Seminar Program and Counselor
RHODES, Lodis	B.S. Psychology, Graduate Assistant in Counseling and Outreach

Project secretary, clerk typists, and student help for transcribing and filing.

Twenty NDEA post masters Fellows in research practicum 10 contact hours per week, 1967-68, Twelve other graduate students have participated in practicum working with this project one or more semesters.

*All persons on personnel list are part or full-time on Counseling Center budget including NIMH Funds, except those designated unbudgeted.

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Appendix II

DESCRIPTIVE LISTING OF PARTICIPANTS DURING 1967-68

No. of Participants in Group	Organized	Variable in Common	History	No. of Off-Campus Participants Being Followed Up Through Letters
9	Fall '65	In same Human Relations Course	Met as group 3 years. Graduation and marriage left 2 on campus to continue as monthly individual interviews--both graduating	7
8	" "	High School Valedictorians in College of Agriculture	Met as group 3 years. Scheduling difficulties necessitated monthly individual interviews 4th year. One graduated Jan. 69, 3 graduating June 69.	2
7	" "	In same Human Relations Course	Met as group 4 years. One transferred to another college at end of 2 years. Marriage and graduation taking 5 off campus by June 69.	1
6	" "	Fraternity Pledges	Met 8 times as group. Lack of student's time necessitated continuing as monthly individual interviews and off-campus follow-up.	4
22	Fall '65 and '66	Student Senators	2 juniors in Fall '65 group--rest graduating seniors. Fall '66 group had 2 members from previous year--all but 3 graduated. Participant observer worked with NDEA participants following year and then left campus.	19

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No. of Participants in Group	Organized	Variable in Common	History	No. of Off-Campus Participants Being Followed Up Through Letters
35	Fall '65	Members of Protestant Religious Group	Open-ended group with some participants continuing for three years, and others attending only a few meetings. Figure represents total number of participants since organization of group. To avoid introducing new participants, those who had attended more than 1 year (12) continued on monthly individual interview basis.	23
5	Fall '65	Members of Catholic Religious Group	Communication break-down in introducing P.O. and participants to project resulted in an announcement after 6 meetings: "We've solved all our problems" by entire group who then stopped attending.	4
7	Fall '66	Freshmen from Abilene or McPherson, Kansas who were contacted by a group leader when high school seniors	Met as group 2 years. Reduced size of group and scheduling difficulties necessitated monthly individual interviews 3rd year.	3
6	" "	" " "	Met as a group 1 year. Lack of group cohesion necessitated continuing monthly individual interviews next 2 years. One transferred at end of first year.	1
5	Fall '67	Entering Freshmen Selected at Random	Met as group for 2 years.	0
8	" "	" " "	Met as group 1 year. Transferring & Service took 6 off-campus 2nd year. 2 continued monthly individual interviews 2nd year.	6

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No. of Participants in Group	Organized	Variable in Common	History	No. of Off-Campus Participants Being Followed Up Through Letters
7	Fall '67	Entering Freshmen Selected at Random	Met as group 1 year. Scheduling difficulties necessitated monthly individual interviews 2nd year.	0
7	" "	" " "	Met as group 2 years	0
5	" "	" " "	Met as group 1 year. Scheduling difficulties necessitated monthly individual interviews 2nd year.	1
7	" "	Men living in same dormitory	Met as group 1 year. NDEA participant observer off-campus second year. Continued monthly individual interviews	3
10	" "	Men living in same fraternity	Met as group 1 year. NDEA participant observer off-campus second year. Continued monthly individual interviews	6
5	" "	Women grad students over 25 years of age	Met as group 1 year. Graduation left 1 to continue monthly individual interviews	4
7	" "	Junior college transfer students	Met as group 1 year. NDEA participant observer off-campus second year. Continued monthly individual interviews. 2 graduating June '69.	4
10	" "	Junior college transfer students	Met as a group 2 years. All graduating June '69.	0
5	" "	Church school transfer students	Met as group 1 year. NDEA participant observer off-campus second year. Continued monthly individual interviews.	3

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(Continued)

No. of Participants in Group	Organized	Variable in Common	History	No. of Off-Campus Participants Being Followed Up Through Letters
8	Fall '67	Full financial aid recipients	Met as group 1 year. NDEA participant observer off-campus second year. Continued monthly individual interviews.	1
6	Fall '68	Negro women belonging to Community Sisters	Two will graduate in June '69.	0

Continuation page

APPENDICES III - XI

III. Written Material Distributed During Pilot Phase 1966-67

"Ag Valedictorians"

"Six and One"

"Trips Home"

"The College Don"

"Experiences of New Faculty"

"Student Stress" - Shoben

"Excerpts From Berkeley Report of Select Committee"

IV. Written Materials Distributed During 1967-68

Higher Education Briefs:
1. "Introducing...."
2. "Study of Student Development Group"
3. "New Faculty Look at K-State"
4. "Innovations in Educational Planning - Reports From the Literature"

Report on Graduate Women

Off Campus Women Attitudes

Personnel Staff Use of Higher Educational Literature

Married Student Project Report

Newsletter to Junior College Personnel Workers (prepared by NDEA Fellows) 6 issues

Monitor's Page (Intra-office bi-weekly abstracts of Student Development articles from professional journals)

Student Attitudes Toward Faculty - report of Master's Thesis

Review of Esther Raushenbaugh's The Student & His Studies

"Pilot Phase of a Research Project Studying Student Development"-- Journal of Counseling Psychology

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Book Review: "Where Colleges Fail" -- Liberal Education, October, 1967

Book Review: "College Counseling" -- Education Record (in press)

Review of Where Colleges Fail -- The Collegian

V. Written Materials Distributed During 1968-69

Higher Education Briefs:

5. "Faculty Ask....."
6. "Is the Lecture Method of Teaching Less Effective Than The Discussion Method?"
7. "Student Types and The College System" Interview with Dr. K. Patricia Cross
8. "What Are Some Suggestions For Writing Better Objective Test Items?"
9. "Innovations At KSU"
10. "Thirty Years To Go - Implications For Higher Education" Interview with Dr. Phillip Trip
11. "Is the University Outmoded" Interview with Dr. E.J. Shoben

Abstract of "No Time For Youth"

Review of "Young Radicals"

"Student Worries and What They Do About Them"

"Changes During College - Six Ways Students Change"

"Students Who Do Not Enjoy Reflective Thinking"

"Some Hypotheses About Student Growth"

"Profile of KSU Students" in College of Home Economics

Your College Student - Extension Service Study Unit

Office of Education Report on Student Services in Higher Education

Observations of Visits to California Campuses

Abstract of Where Colleges Fail

Abstract of Growing Up In College

VI. Samples of News Releases And Newstories in Periodicals*

KSU Collegian (Student Newspaper)
"Peters Studies Friendship Patterns"
"Project Studies Faculty-Student Interaction"

*Same Footnote as on consultation list

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VI. Samples of News Releases And Newstories in Periodicals (Con't)

"Fat Causes Student Concern"
"Development Project Examines Sleep Patterns"
"Computer Handles Narrative Material"
"Psychology Study Continues"
"Counseling Center Studies Student Change"
Review of Where Colleges Fail
"Study Review Home Ec. Coeds Background"

Extension News Release
New Land Grant College
Creativeness in College
Grades Are Important -- So Is Personal Growth
"Attitudes of Junior Women Who Live Off Campus"
"Homes Have Influence on Students"

Family Report (Periodical To Parents of KSU Students)
KSU Counselors Probe How Some Students Are Changed (front page feature story. Report of the story also carried on Office of University News release to papers throughout Kansas.)
KSU Students -- Their Own Breed

Manhattan Mercury
"KS Veterinary College Make Re-evaluation of Student Development"
"Advocate Faculty-Student Relations"
"Receives Money for Study of Student Live" (numerous "announcement" stories have appeared from time to time in local & regional newspapers announcing the grant and outlining goals of project.)

Wichita Eagle
Feature "Collegian Echo Novelist's Words -- You Can't Go Home Again."

5-Part Series For County Newspaper by Karla Ketch
"Student Development and Implications For Small Towns"

Topics of Radio Interview Series 1968-69
Over-all Report of the Study of Student Development
Effects of the Group Meetings and Other Activities on the Students Who Are Participating in the SSD Study
Physiological Processes
Progress Report on Study of Student Development
Discussion of Maslow
Mononucleosis Study
Making Information on Student Development Available Through Extension Across the Nation
Review of No Time For Youth
Good Stress

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Topics of Radio Interview Series 1968-69 (Con't)

Project Report
Physical Concommitants to Psychological Processes
Studying Primary Groups
Rationale for Providing Educational Psychology Overview for Faculty Response
Experiences of an African Student
Parents
Students in Agriculture
Project Rationale
Assessment of Change--OPI--Thinking Introversion
Junior College Transfer Students
How Esthetic Are Students?
Students and the Union Activities Center
Women's Changing Role in College
Students Who Score High on Thinking Introversion
Physical Dimensions of Student Development
Friendship Patterns of Education & Engineering Majors
What is the Effect of Four Years of College on Students in Agriculture
Students Who Score Low on Theoretical Orientation.

VII. Illustrations of Consultations And Presentations Relating To Student Development*

Presentation of Developmental Experiences of College Students:

ON CAMPUS
- Teaching Symposium College of Agriculture
- Teaching Symposium College of Veterinary Medicine
- KSU Faculty & Kansas Ministers Conference
- Faculty Mothers Club
- Speaker "Toward Understanding Violence" UCCF Faculty Forum
- High School Principals & Counselor Conference
- Kappa Mothers Association
- Discussants in Various Social Science Classes On Topics of Student Development

REGIONAL
- State UCCF Conference
- Book Club, Agusta, Kansas
- North Central Personnel & Guidance Association
- Big Eight Counseling Center Annual Meeting
- Dr. John Steffen, a participant in ERA Workshop on measuring change.
- "Student Development and Leadership" School of the Ozarks
- Approaches to Studying Student Development - Ottawa University
- Approaches to Studying Student Development - Kansas State Teachers College, Emporia

NATIONAL
- "Staffing Counseling Centers of the Future," American Personal & Guidance Association

*We have perhaps been unusually specific in this listing, because we feel fortunate at the wide range of opportunities available to us on this campus. Further, specific examples might suggest possibilities to readers on other campuses.

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VII. Illustrations of Consultations And Presentations Relating To Student Development

NATIONAL

- "The Dean & Action Research", National Association of Student Personnel Administrators
- "Student Needs and College Services", Counseling Center Directors Meeting
- Conference Participation: Association of Higher Education, Big 8 Counseling Center Conference, North Central Personnel & Guidance Association....
- APA 1968, "Human Ecology: An Integrative Focus for Counseling Psychology"
- APGA 1969, "The University and a Fully Functioning Counseling Center"
- Canadian Psychological Association "The Role of Counseling Services in Relation to Student Needs"

CONSULTATION AS MEMBERS OF THE FOLLOWING EDUCATIONAL COMMITTEES AND ONGOING GROUPS

- KSU Self Study Committee for More Effective Administration
- KSU Self Study Committee for More Effective Teaching
- Planning Committee for Honors College
- Executive Committee of Faculty Senate
- Academic Affairs Committee of Faculty Senate
- State Board of UCCF
- Advisory Committee of UCCF at KSU
- Advisory Committee to Wesley Foundation
- Weekly Consultation with Dormitory Directors & Research Assistants (Several of Counseling Center Staff)
- Weekly Consultation during First Semester with Upper-class Leaders of Freshman Seminar (Orientation Groups (Several of Counseling Center Staff)
- One Day Conference for Junior College Personnel Workers -- arranged by NDEA Fellows
- Black-White Dialogue (University For Man)
- Faculty Action Committee
- University Committee on Governance
- Faculty Affairs Committee of Faculty Senate
- Faculty-Student Affairs Committee of Faculty Senate

VIII. Questionnaires and Psychometric Instruments

ACT Scholastic Aptitude Test

ACT Biographical Inventory

Adjective Check List

Cornell Medical Index

Omnibus Personality Inventory

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VIII. Questionnaires and Psychometric Instruments (Con't)

Interpersonal Relations Schedules: (Developed for this project)
Booklet I. - Friendship Interview
Booklet II. - Student Attitudes and Values Questionnaire
Booklet III. - Primary Relationships Questionnaire
Booklet IV. - Parents Questionnaire
Booklet V. - Friends Interview Schedule

Personal Growth and Development Indicator (Developed for this project)

Bio-Data Questionnaire (Developed for this project)

Senior Interview (Developed for this project)

Physiological Interview Schedule (Developed for this project)

Life Crisis Index (Developed for this project)

Weekly Check Sheet of Physiological Functions (Developed for this project)

Feminine Identity Questionnaire

Questionnaires on current issues such as:
"Attitudes Toward Birth Control"
"Awareness of Anti-draft Demonstrations"
"Communication With Parents"
Criteria for Teacher Evaluation"

IX. Theses and Journal Articles and Book Relating to this Project

"Characteristics of University Teacher-Student Relationships" Marilyn Lee Button Trotter, M.S. Report, Family & Child Development, Kansas State University, 1967.

"Selected Characteristics of Entering Women At Colby Community Junior College." Joyce Irene Unger, M.S. Thesis, Family & Child Development, Kansas State University 1968.

"Student-Parent Relationships During College Years" Ellen Marie Hollingsworth Bloom, M.S. Thesis, Family and Child Development, Kansas State University, 1969.

"Aesthetic Attitudes in The College Student" Jacquelyn Ann Moe, M.S. Thesis, Family & Child Development, Kansas State University 1969.

"Attitudes of Alienation of Project Students" Jan Miller, M.S. Thesis, Family & Child Development, Kansas State University (In process)

"Friendship Patterns and Choice of Curriculum: A Study of The Primary Relationships of Engineering and Secondary Education Majors in a College Population" Pamela S. Ringheim, M.S. Thesis, Psychology, Kansas State University (In process)

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IX. Theses and Journal Articles and Book Relating to this Project (Con't)

"Assumed vs. Real Similarity in Friendship Choices: A Study of Interpersonal Attraction Among College Students," Don Root, M.S. Thesis, Sociology, Kansas State University (In process)

"Pilot Phase of a Research Project Studying Student Development," Kennedy & Danskin, Journal of Counseling Psychology, 1968, Vol. 15, No. 1, 98-100

Where Colleges Fail, Book Review, Danskin & Kennedy, Liberal Education, October 1967

The Counseling of College Students, Book Review, Kennedy & Danskin, Educational Record, (In press)

"Adapting the Computer for Narrative Material - A Progress Report," Danskin, Unger & Kennedy, Submitted to Journal of Counseling Psychology, 1969

"Some Physical Dimensions of Student Development," Hubble, Wilder & Kennedy, Submitted to Personnel & Guidance Journal, May 1969.

"The Practicum in Study of Student Development & Its Relation To Counselor Preparation," Danskin, Kennedy, Edelman & Steffen submitted to Counselor Education and Supervision, 1969

Make Things Happy For Yourself, (Book), Klemm, submitted to Harpers, 1969

X. CONSULTANTS TO THE PROJECT:

Dr. Paul Hiebert

Dr. Jacquetta Hill Burnett

Dr. K. Patricia Cross

Dr. William Latta

CONSULTANTS VISITING PROJECT IN ASSOCIATION WITH CONFERENCE WITH NDEA INSTITUTE:

Dr. Donald P. Hoyt

Dr. Joseph Shoben

Dr. Phil Tripp

Dr. Nevitt Sanford

Dr. Jane Mattson

Dr. Peter Armacost

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XI. SURVEY OF PROJECT'S MAILING TO OTHER INSTITUTIONS

2 College or University Presidents

1 Vice Presidents for Academic Affairs

3 Vice Presidents for Student Affairs

3 Assistants to President

1 Vice President for Financial Affairs

51 Deans of Students

13 Directors of Counseling Centers

3 Directors of Research, Colleges or Universities

8 Counseling Center Staff

8 College of Education Staff

6 Departments of Anthropology

1 Medical School Staff

3 State Hospitals

1 Veterans Administration, Regional Office

1 Union Director

2 Family Studies Centers

8 Departments of Psychology

5 Centers for Study of Higher Education

1 Community Mental Health Clinics

1 United States Government Officer

18 Miscellaneous

1 Private home for boys

18 Different Community or Junior Colleges

70 Different Colleges or Universities

27 Different States

LIST OF ATTACHMENTS

Family Report, "KSU Counselors Probe How Some Students Are Changed."

Friendship Interview: Booklets One, Two and Three.

Working Paper on Friendship Study

Feminine Questionnaire

Bio-Data Questionnaire

"Physiological and Psychophysiological Contributions to the Study of Student Development."

Physiological Questionnaire

Life Crisis Index

Cornell Medical Index (Women and Men)

Physiological Check-Sheet

Personal Growth and Development Indicator

Higher Education Briefs:

No. 5 - "Faculty Ask..."
No. 6 - "Is the Lecture Method of Teaching Less Effective Than the Discussion Method"
No. 7 - "Student Types and the College System"
No. 8 - "What are Some Suggestions for Writing Better Objective Test Items?"
No. 9 - "Innovations at KSU"
No. 10 - "Thirty Years to Go - Implications for Higher Education"
No. 11 - "Is the University Outmoded?"

Short Circuit Series of Ten Articles

"Changes During College"
"Profile of KSU Students"
"Abstract of Growth and Constraint in College Students"
"Hypotheses Generated on 12-10-68 with Team and Pat Cross"
Review of The Student and His Studies
Higher Education Brief No. 6
"Your College Student"
Review of Young Radicals: Notes on Committed Youth
"Student Worries--And What They Do About Them"
"Students Who Do Not Enjoy Reflective Thinking"

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Extension Lesson, "Your College Student"

Minutes of Four O'Clock Forum Meetings

KSAC Sheet

"A Look At Kansas State University Home Economics Freshmen, 1967-68"

A Review of Where Colleges Fail

"Pilot Phase of a Research Project Studying Student Development"

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